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19 February 1976

MEMORANDUM FOR: Director of Training

SUBJECT : Course Report, Intelligence Process Course,  
No. 2-76, 12 January - 13 February 1976

The full-time Intelligence Process Course (Tab A) concluded on Friday, 13 February with no serious administrative problems encountered during its five weeks of operation, and in the view of the course manager, it accomplished the stated objectives. One brief writing exercise on time-dominated reporting conducted by a branch chief in OCI had to be canceled because of his last-minute illness. OER, for the first time, enrolled two officers in the course, and we anticipate that Office's continued participation.

1. Class Composition (Tab B)

The 17 class members represented the following Directorates and Offices:

DDI - 6 (OER-2, CRS-1, Ops Ctr-1, CGAS-2)

DDS&T - 3 (OWI-1, OSI-1, NPIC-1)

DDO - 1 [REDACTED] 1)

DDA - 7 (OTR - 7 Career Trainees)

The grades of the students ranged from GS-7 to GS-12 with the average being GS-9. The age range was 24 to 50, and the average age, 29. The students had between 3 months and 24 years service, with the average for the class being slightly more than 4 years.

2. Student Participation

The class members of IPC 2-76 were generally more restrained and less apt to question or challenge speakers invited to address the group than was our experience with the first session of the revamped IPC last fall. We attribute this somewhat lower level of activism to two main factors: the Career Trainees were in the sixth month of their training cycle; the class comprised both Career Trainees and direct hire professionals. This assessment

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is relative, however, and individual participation was on the whole very satisfactory. Student spirit and cohesion were good once the group got to know each other and had identified themselves as a class.

*I'm sure  
sorry I  
missed  
this!!!*

Class performance in the writing and briefing exercises was of good quality. The students cooperated well with the faculty and with each other. Innovation is alive and well as far as our students were concerned. Given the choice of picking briefing topics they would be at ease with, in order that they could concentrate on practicing the techniques of briefing, one of the Career Trainees made arrangements with appropriate building authorities to bring in his extremely well trained German Shepard "Nikko" to give a talk on pet selection and handling. Nikko, needless to say, was the hit of the ninth floor.

One student, a former Career Trainee who had not taken the IPC during his time in training, was withdrawn from the course by the Office of Current Intelligence at our request. Our understanding with OCI at the beginning of the course was that this officer, while having to miss some sessions because of standing work commitments, would attend a majority of the class sessions. This proved not to be the case and the officer's motivation was clearly lacking. Even when he attended a session, he usually left after less than half the allotted time. This, of course, was not unnoticed by the other class members. OCI concurred in our appraisal of the situation and formally withdrew the student at the end of the third week.

One Career Trainee had to withdraw from the course during the first week as a result of a broken hip sustained in an accident at home. Two other individuals had to cancel just before the course began because of work pressure; one was a Career Trainee on his DDO interim on the [REDACTED] desk, and his assignment was being extended.

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### 3. Student Evaluation (Tab C)

On a scale of one to seven, with seven being "highly satisfactory," the students gave the IPC an average ranking of 6 for having achieved its stated objectives. The seven Career Trainees rated the course at slightly above 5.9. (Two gave the course a 7, five gave it a 6.5, five a 6, three a 5, and one a 4.5). One student did not return a course rating.

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A number of the students found the course "well balanced." The IPC approach of viewing the intelligence process largely through the eyes of the working level analyst was found "effective." Another comment was that the course "provided a solid feel for what the community is doing."

On the negative side, a class member from the DDS&T felt that "scientific and technical analysis was not covered in enough depth. One Career Trainee with DDO experience thought "additional time should be given to clandestine collection -- its focus (read "importance") in filling gaps not covered by other means."

#### 4. Student Observations and Suggestions

Comments on the course content tended to be general with the usual criticism of the military for using too many organizational charts while not addressing substance enough. NSA improved its briefing considerably over last fall, but this is a problem that will never be wholly solved. Some felt that too much time was devoted to the "mechanics" of the intelligence process -- actual production and presentation machinery and methods -- but others found such exposure useful to understanding some of the limitations we operate under. Students also came down on both sides of the question of whether the writing and briefing exercises should be shortened or expanded.

One member from the DDI's Collection Guidance and Assessments Staff wants a better briefing from CGAS to include the topic of how CGAS interacts with the analysts. This suggestion is addressed under the section on proposed changes in the course. 1/8-4

#### 5. Problems Encountered

Some students who have recently attended the Intelligence in World Affairs course tend to believe the IPC will cover much of the same material included in the IWA. One direct-hire student who has been with the Agency a little over a year was so convinced of this that she considered withdrawing from the IPC during the first week of the course. The student's mistaken view of the nature of the two courses went unchecked when she was pulled back by OSI to attend a meeting with a "special source" on the day the class made its first field trip -- to [REDACTED] and [REDACTED]. The student,

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after discussions with the course managers and participation in more of the class activities and visits during the second week, changed her mind and decided to stay with the course. Unfortunately, from our point of view, she missed several other important days of the course because OSI sent her on TDY to meet with Agency contractors. This student participated satisfactorily in the sessions she did attend.

As pointed out above, the class members were most critical of the military briefers. They recognize that this is an area largely beyond our control and a function of the military briefing style. NSA's presentations were much improved over those given the last course. Much of the credit for this goes to a newly assigned training manager, who we have found most cooperative and interested in molding NSA briefings to our needs. We will continue to work with him to refine the briefings. The briefings given by DIA representatives were also better than those presented to the previous class.

The National Military Intelligence Center briefings need to be refined. Considering that this was the first visit we have made to NMIC, the program was acceptable, but we need to work on shaping it to our needs.

#### 6. Results of Changes and Innovations

The new briefings that were added to the course are discussed below in the order they appeared in the schedule.

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-- [REDACTED], Chief of the Liaison and Control Group, CGAS, presented a short briefing on classification and compartmentation. This briefing explored the theory of compartmentation and went into some depth on the differences between classification and compartmentation, an area that proves to be quite fuzzy in the minds of new intelligence officers. This briefing would benefit from some well prepared graphic aids, and we plan to work with CGAS on this aspect for the next scheduled IPC.

--We introduced a special session in the problems of multidisciplinary analysis in intelligence production which was given by [REDACTED]. This session did not go over well with the students. We attribute this partly to problems

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of generation gap and partly to the way in which the presentation was structured. As it turned out, a number of the production offices, as well as [REDACTED] Deputy Director, OCI, who spoke on behalf of the DDI on the concluding day, discussed the importance of multi- or interdisciplinary approaches and steps that are being taken by the community to meet this problem. We will probably not repeat this session in the next course because the topic appears to be adequately covered in the production office tours.

--The Director, Joint Computer Services presented the class with an overview of Agency computer systems. In addition, young analysts from OJCS told the class how they supported intelligence production analysts and others in developing models and statistical analysis. The computer analysts emphasized the positive and negative aspects of computer support -- the usefulness of computers for supporting analysis, but their inability to make value judgments.

--For the writing exercise, we obtained the assistance of editors from the production offices who each reviewed and edited the finished product of the long writing exercise for style and format from the viewpoint of their home offices -- OER, OSR, and OCI. At a later date in the course, these editors joined as a panel to critique the reports with the class. The students were a little miffed because their "NSC paper" ended up being edited for the National Intelligence Daily. Clearer instructions are needed, and for the next IPC we plan to have all the longer papers written as NID features. This type of report appears more realistic as a target for the exercise, given the limited time the students have to exploit the substantial amount of material [REDACTED] gathers for them to work on.

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--A final change for this session of the IPC was to take the class to the National Military Intelligence Center, DIA's current intelligence shop which supports the National Military Command Center. Both these units are being

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physically moved and reorganized -- we were not able to visit the NMCC this time because their move was under way -- and the briefing suffered somewhat because of this disruption.

#### 7. Future Changes and Innovations

We plan only two significant changes in the IPC for the April-May session.

The CGAS student referred to in section 4 above has discussed with the course chairmen and the Chief of the Intelligence Training Branch his ideas of presenting the CGAS/Requirements phase of the course. Requirements has been a difficult field to present to the students, partly we believe because senior officers involved with requirements are too theoretical for the new, young officers that we have in the IPC. The proposed section on requirements for the next IPC would be given by younger officers from CGAS. They would present an overview of the importance and function of requirements in the intelligence process. Then they would deal specifically and in some detail with the procedures an analyst needs to know and follow in order to levy requirements. The class already gets briefings from DDO officers (human source collection) -- the Career Trainees, of course, have operations training -- and visits NSA (SIGINT collection); the CGAS briefing would concentrate most of its attention on the COMIREX system for imagery collection.

The other contemplated change would be to extend to a full day the visit at the Pentagon. The NMCC will be in operation in its new quarters by the time our next course runs and we plan to return there. NMCC as the operations center of the JCS is an important consumer of intelligence. We would combine the NMCC visit with a visit to the NMIC, its current intelligence support shop. We would also add a briefing from the Strategic Warning Staff. Since the demise of the USIB Watch Committee, the IPC has not adequately addressed the important topic of warning intelligence.

#### 8. Student Concerns about the Agency

The class showed great interest in developments affecting the Agency and questioned closely the more senior Agency officials they had contact with on their

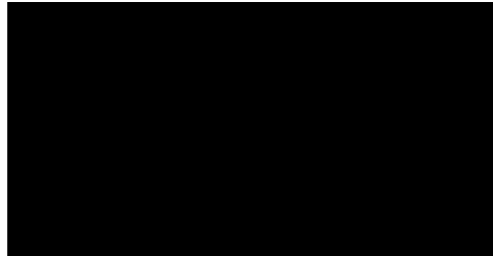
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views of the Agency's future. We did not, however, note any significant concern on the part of the students with their choice of a career. Indeed, the class visits to NSA, the Pentagon and the Defense Intelligence School, where they were briefed by DIA, reinforced the students' conviction that they had made the best choice for a career in intelligence.



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Attachments:

- A. Course Syllabus (annotated)
- B. Class Roster
- C. Student Evaluation Form

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